



Collaborative school improvement through peer review

Dr David Godfrey

Today's talk

1. The role of school peer review in school collaborative improvement
2. Research on school peer review
3. Research-informed peer review (RiPR)

Choosing the right drivers for change

- Accountability within the profession (internal/ shared accountability)
- Real autonomy: Criteria Power – not just operational power



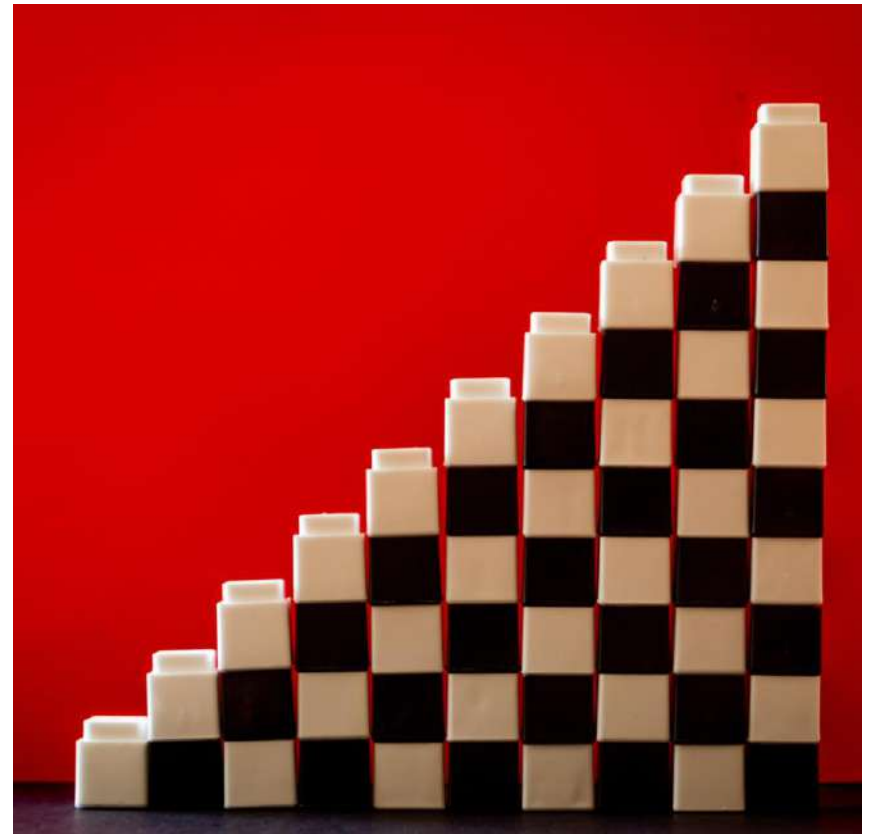
1. The role of school peer review



Building blocks of a self-improving system

- Clusters of schools (structure)
- The local solutions approach and co-construction (culture)
- System leaders (key people)

(Hargreaves, 2012)



2. Research on school peer review



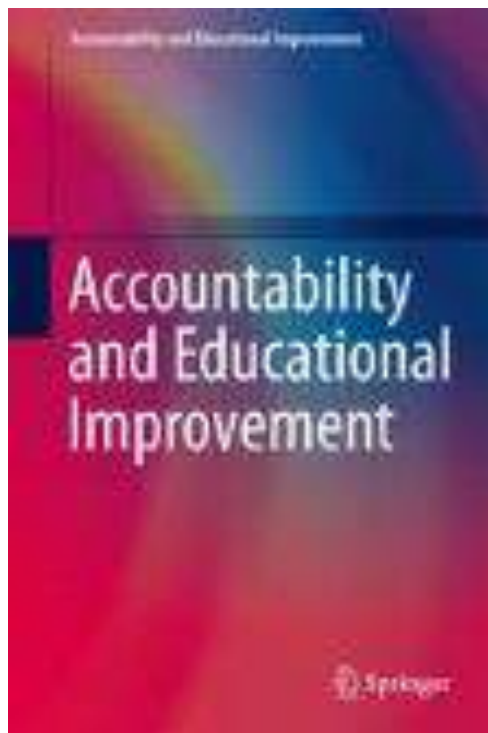
Empirical studies of peer review

- Case study of a primary school peer review cluster as part of an EU study into Polycentric Inspections
- Evaluation of EDT's Schools Partnership Programme (EEF)
- Introduction of peer review in Bulgaria and Chile
- Research-informed peer review in English schools (RiPR)

Books

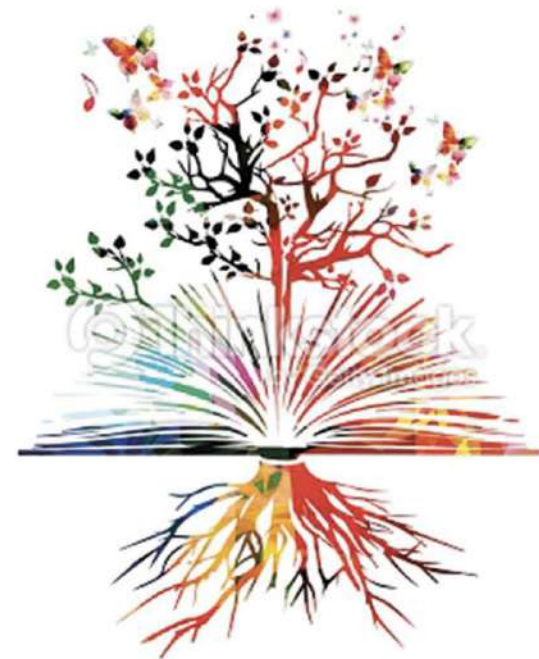
Godfrey, D Ed. (2019)

“School peer review for educational improvement and accountability: Theory, practice and policy implications.”



AN ECO-SYSTEM FOR RESEARCH ENGAGED SCHOOLS

Reforming Education Through Research



David Godfrey & Chris Brown



EU-funded study Polycentric Inspections of Networks of Schools

4 countries/regions: England, the Netherlands, Northern Ireland, Bulgaria

England:

Study of MATs going through focused inspections

Study of a peer review cluster

<http://www.schoolinspections.eu/>

LATEST UPDATES

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Videos: Polycentric Inspection of Networked schools in Northern Ireland

The four videos below provide more information on the various elements of the FOL component part of Erasmus+ Strategic

ABOUT THE PROJECT

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Across Europe, Inspectorates of Education are developing new inspection methods and modalities that fit a more decentralized education system. In such systems schools and other service providers operate in networks to provide inclusive education or develop and implement more localized school-to-school improvement models.

As some education systems move towards more decentralized decision-making where multiple actors have an active role in steering and governing schools, the tasks and responsibilities of Inspectorates of Education also change.

This project reflects on these changes and suggests 'polycentric' inspection models that fit such a decentralized context. Examples of inspection frameworks and methods from Northern Ireland, England, the Netherlands and Bulgaria are described and the impact of these models on improvement of schools and

TWEETS



Melanie Ehren
@melcm



home.. and rethinking some of [@AstridOttenehm](#) reflections from today. how mindset and leadership of collective responsibility is key to inclusive education.. she sure changed some today!:)



Mar 8, 2019



Melanie Ehren
@melcm



First lecture at the VU with interesting discussions about inclusive Education..



Mar 8, 2019



Peer review case study

Headteachers from 3 primary schools

Self-selected cluster

Geographically close (ish) – they have not traditionally worked together

Own framework for self-evaluation (not Ofsted)

Each school is visited and reviewed once (2 days)
around agreed focus

Lead Reviewer coordinates and sends out final report
(agreed with participants)

Research questions

What was the impact of the peer review network on the participating Headteachers, their schools and on the other local networks that the schools belonged to?

What is the interplay between the peer review, the self-evaluation and school inspections?

Sample: Summary details of schools involved in the peer review cluster case study

School name	Headteacher and date of appointment	Local Authority area	Setting	Number of pupils	Most recent Ofsted grade and date	Date of Instead review visit
Holy Primary	Alice (2008)	Countryshire	Rural	650	Good (Oct 2013)	2 nd Feb 2016
Roundtown Primary	Samantha (1999)	Metropol	Urban	237	Good (Jan 2014)	15 th March 2016
Greenleigh Primary	Evelyn (2004)	Landshire	Urban	440	Good (Jan 2014)	24 th May 2016

Data collection

Variables	Prior to self-evaluation, peer review/inspection	3-4 months after peer review/inspection
Current evaluation practices (internal evaluation, peer review, inspections of both single schools and the network)	Interviews with school staff, (internal/peer) reviewers/evaluators (and inspectors). Interview with Lead Reviewer (from outside the cluster)	Interviews with school staff, (internal/peer) reviewers/evaluators (and inspectors). Interview with Lead Reviewer (from outside the cluster)
Current improvement practices (school-based, network-oriented)		
Relationships and structure of the network		
Network-level outcomes (e.g. sharing resources, joint CPD)		
Potential dysfunctional effects (transition costs)	Data and document analyses (e.g. inspection reports, performance data, self-evaluation/peer review reports, school improvement plan, email communications)	Data and document analyses (e.g. inspection reports, performance data, self-evaluation/peer review reports, school improvement plan, email communications)

Relationships, collaboration and structure of the network

- There was a high level of trust between the heads of the schools and that this had been helped by getting to know each other in the two earlier meetings before the first review.
- They shared a similar 'agenda' and values.
- There was two way discussion and dialogue and recipient schools were able to freely ask advice of the other Heads.
- There was no hierarchy, competition or dominance by one single contributor to the review.
- There was a lot of mutual respect, particularly recognition for their shared experience. Ross described this as 'over 50 years' of shared experience among the Heads.
- The review was ultimately driven by the best interests of the children.

Evaluation practices in the reviews

- Methodology for the reviews
- Involvement of 'users' in the review
- Valuing and Judging
- Comparisons to Ofsted Inspections

Methodology of the reviews: evaluation practices

“Yeah, so there is a very strong pupil voice, but policies? No. And we sat and we kept going back to it, didn’t we, and in the end we decided actually it’s gonna [sic] have to stay on the left hand side of the paper because we decided that’s not important for us. But we have considered it. We hadn’t thought about it before, and we’ve gone back to it and said actually that’s not important for us, we are not going to do it, but at least we thought about it now.” (Alice, Headteacher, Holy Primary)

User involvement

“the real value [of the peer review] was the lead up to it, and the discussion, the analysis, beforehand.” (Evelyn, Greenleigh Primary).

Valuing and Judging

- *“early years provision looked different to theirs, and we know early years is an area we’ve been working on, but you can’t keep saying oh at my school we’ve got this. You can’t do that, you’ve got to look objectively and not compare it to your own school. So there was quite a bit of that.”* (Mariana, Assistant Headteacher, Holy Primary)
- *“it was a very good confirmation that we know our school.”* (Adrian, Holy Primary)

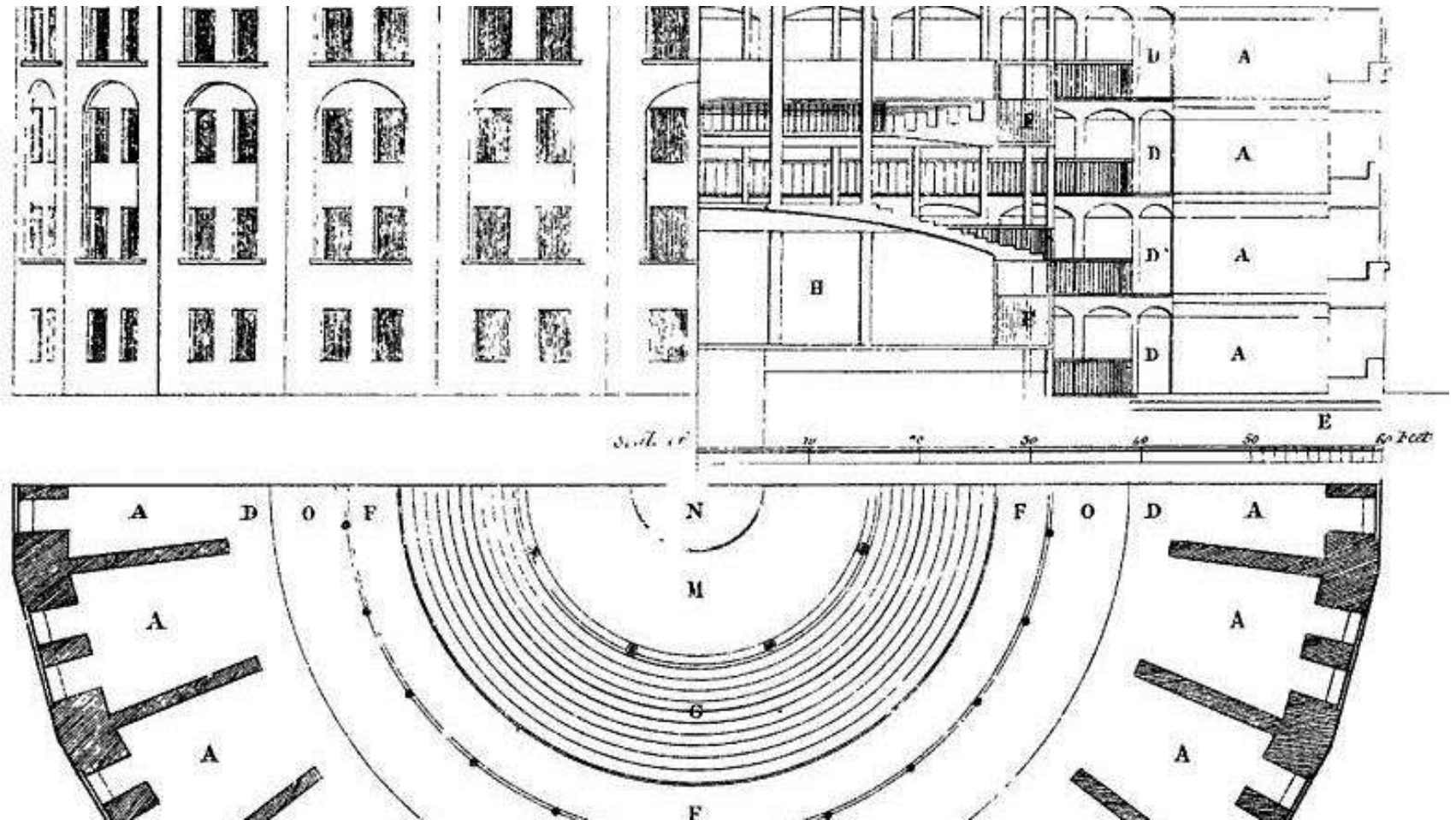
Comparisons to Ofsted Inspections

- *“if I was an Ofsted inspector the school would be at least good with outstanding features, and you are so far from outstanding, and these are the things you would need to do. So they were talking in those terms.”* (Shaun at Greenleigh Primary)

The interplay between peer review, self-evaluation and Ofsted

- *“Although I’ve said I wanted to use the interviews as Ofsted prep [sic] I wasn’t relating it back to Ofsted. And we didn’t really talk about Ofsted descriptors, or Ofsted categories. Although if you get four headteachers together I don’t think it’s long before Ofsted gets mentioned.”*

The Panopticon



Impact of the peer review at school level

- Excellent leadership preparation for middle and senior leaders as well as Headteachers
- Changes to the structure of leadership teams
- Further training towards qualifications for senior leaders and mentoring for others
- Keeping of further data (case studies) to evidence strategies employed with vulnerable students
- Changes to marking and assessment systems/policies
- Improving monitoring of the impact of strategies for pupil premium students
- Improving the use of data systems by all staff
- Evidencing how the curriculum differentiates for learners at each end of the achievement scale

Potential for network level effects?

- Networks set up for long term collaboration
- Geography
- Involving more than just Heads
- High trust and credibility

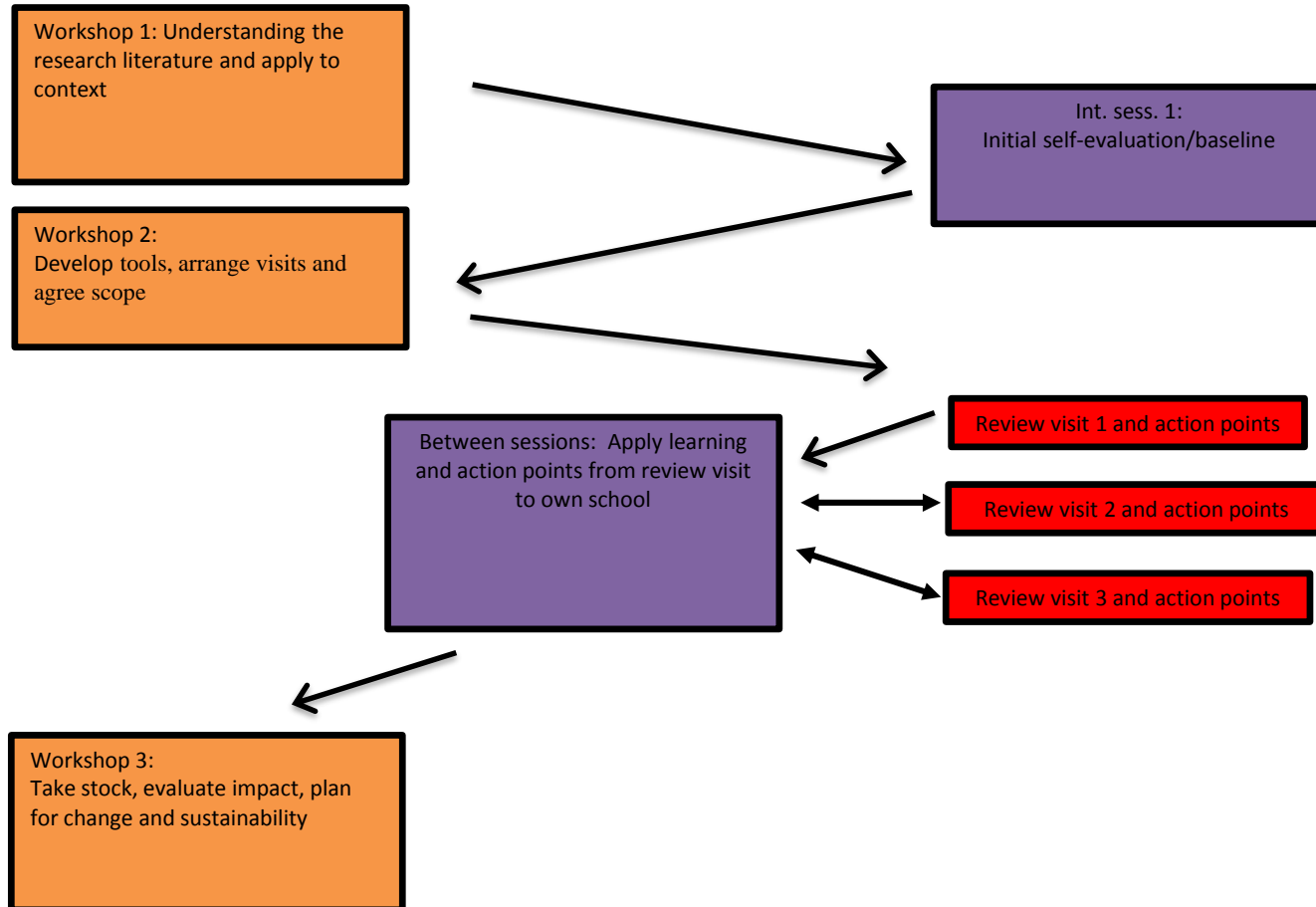
3. Research-informed peer review (RiPR)

- engagement with academic research (around an agreed topic*) and
- A process of evaluation and implementing change that is informed by research.
- Mutual school visits to gather evidence, scrutinise and share school pedagogical practices.
- Visits use enquiry tools (e.g. collecting evidence of effective feedback use based on the research literature)

The pilot started with a summary of evidence on effective feedback*

<https://www.ucl.ac.uk/ioe/news-events/news-pub/dll-news/ioe-pilots-new-model-peer-review>

Overview of the process



Joint Practice Development



'digging deeper, digging together'

REDUCE CHANGE TO
INCREASE IMPROVEMENT

VIVIANE ROBINSON



CORWIN IMPACT LEADERSHIP SERIES

Change = a shift
from state A to
state B (neutral,
worse, better)

Improvement =
connotation of
better

Change vs Improvement

The distinction is important because it requires an explicitly normative stance

increases accountability of leader to justify the need for improvement

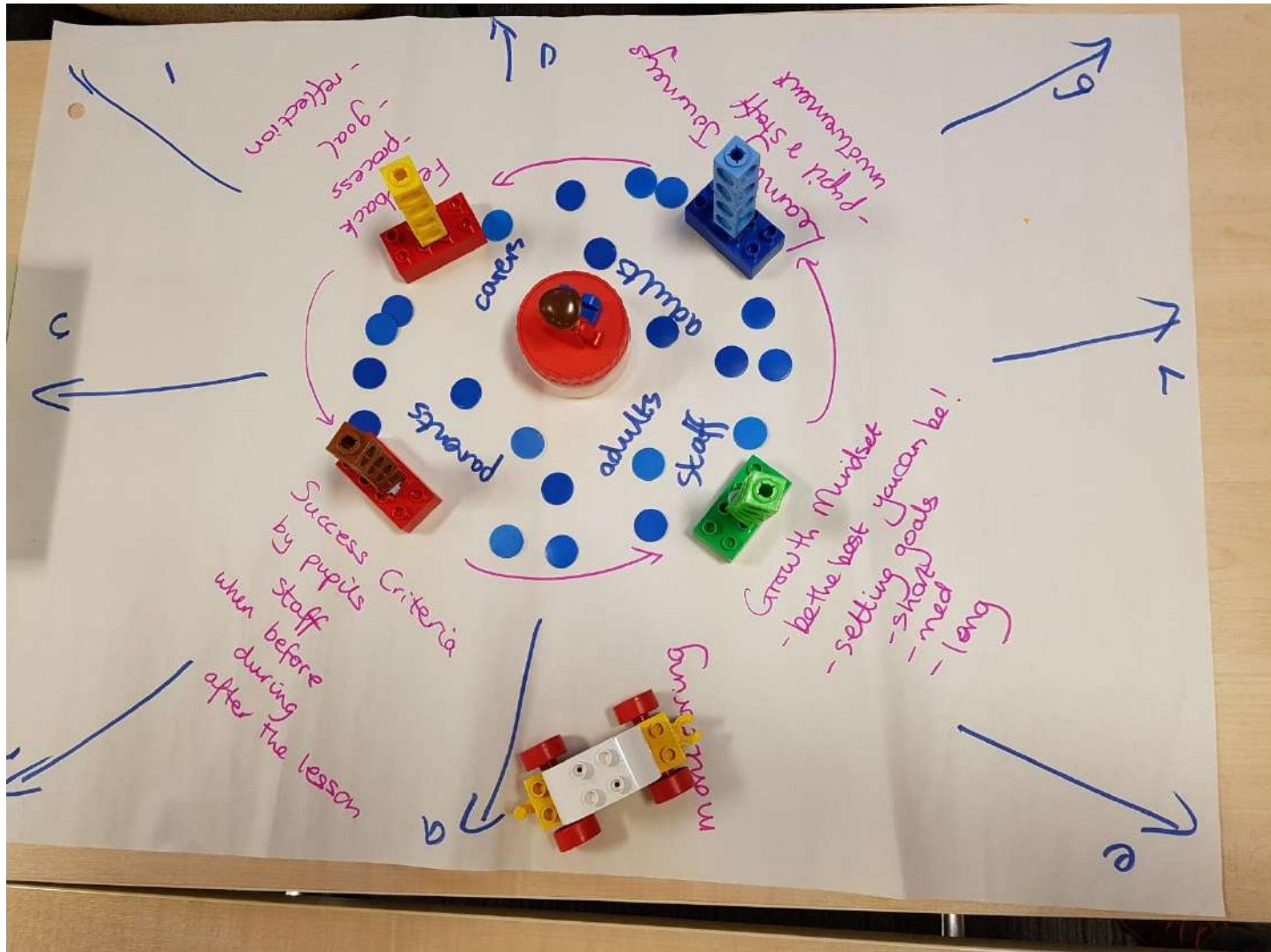
requires a theory of improvement

Theories of action

“a) the values and associated beliefs that explain
b) the observed actions and
c) the intended and unintended consequences of those actions”

(Argyris and Schon 1974, Argyris and Schön 1996 in Robinson and Timperley, 2013).

Model making to reveal theories of action



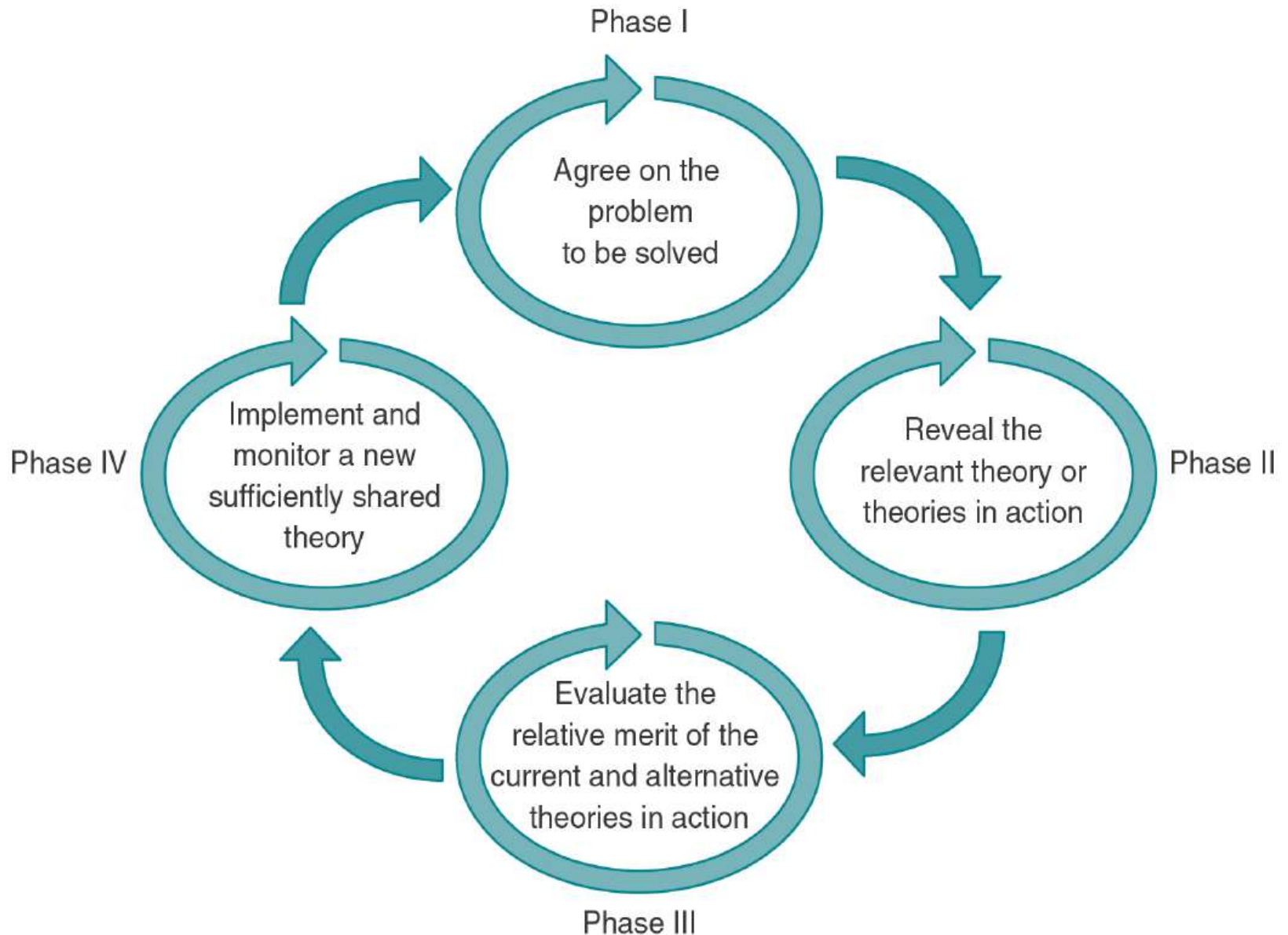
Impact of the theory of action concept – explicit values

- **Feedback should be MEANINGFUL, MANAGEABLE AND MOTIVATING. At X Primary we are aiming:**
- **to develop the self- regulation and independence** of learners; taking ownership of their learning and making improvements
- **to communicate effectively** with all learners to enable them to make improvements, ensuring all learners understand their feedback in the context of the wider learning journey
- for all learners to **take pride** on their work
- to ensure all feedback is given that is **needs driven and personalised**
- **to ensure that feedback is only given when useful.** Constant feedback is less effective than targeted
- **to raise self-esteem and motivate learners**

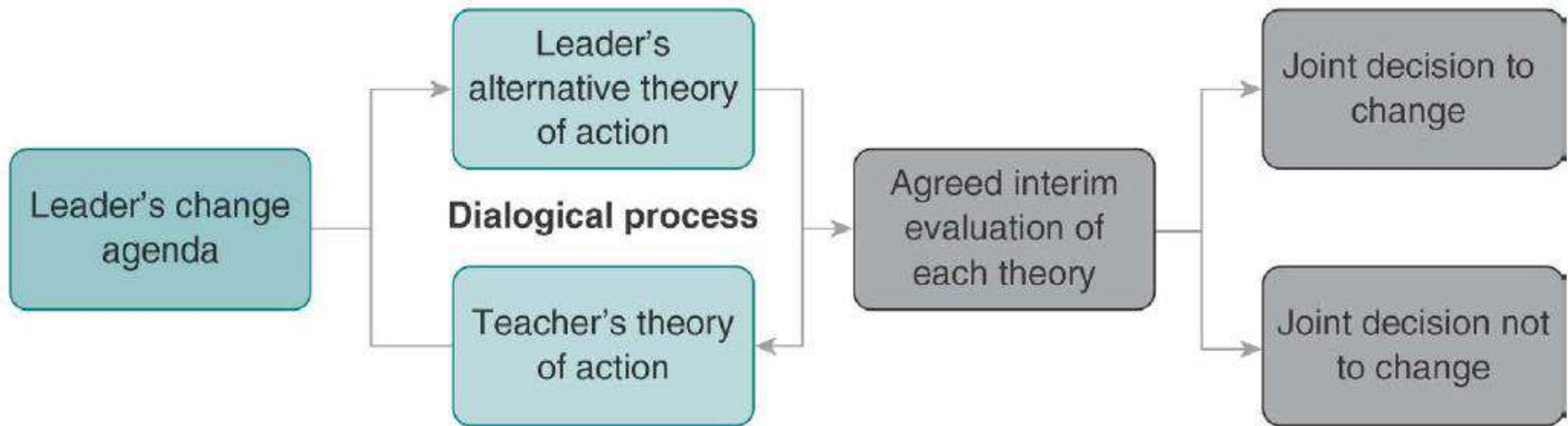
Impact of the theory of action concept – evidence-informed

- **Feedback Tasks** - Provides cues, strategies and processes to work on the task
- **Feedback Tasks** – Questions are given to promote reasoning/thinking
- **Feedback Tasks** - Sharing of key vocabulary/word banks
- **Feedback Regulatory** - Development of self-regulation and error detection skills- can children check their work and are they being encouraged to develop independence to do this?
- **Feedback Regulatory**- Self- assessment and self-evaluation – are children reviewing where they are in relation to goals set, strategies they have used?
- **Feedback Processes** - Modelling the process
- **Feedback Processes** - Scaffolding the learning process
- **Feedback Processes** - Focus on correct responses of children – are adults addressing misconceptions and giving further instruction and information?

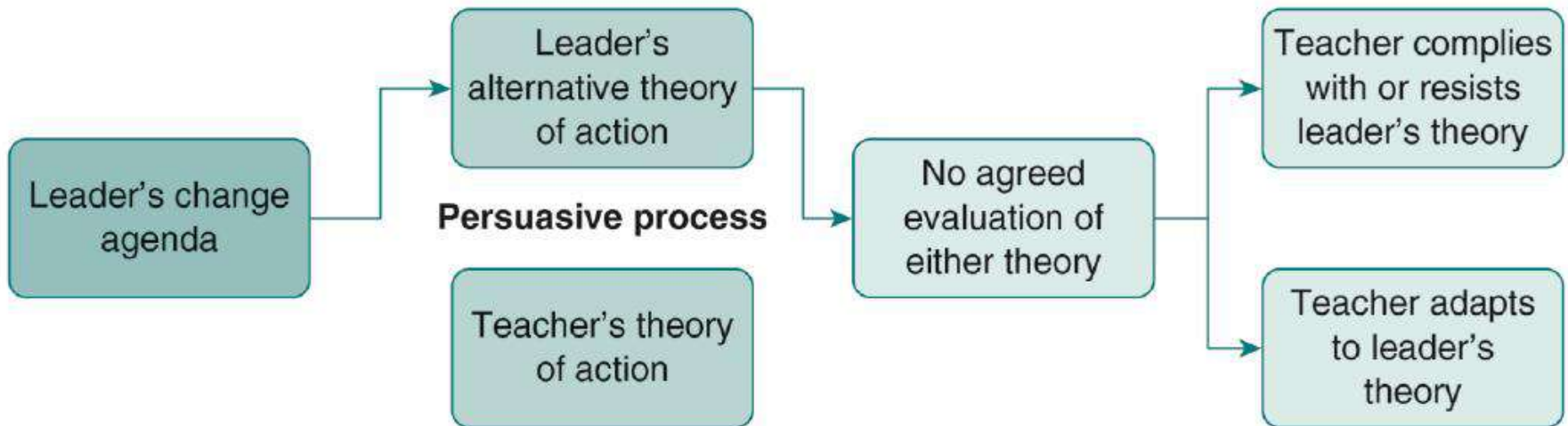
The four phases of theory engagement



A. Engaging teachers' theory of action



B. Bypassing teachers' theory of action



"RiPR has been transformative for us"
Bob Drew, Headteacher Gearies School

"It's about as challenging as it gets"
Kulvarn Atwal, Headteacher Highlands Primary School



<http://www.lcll.org.uk/research-informed-peer-review.html>

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Centros Escolares que Indagan y Aprenden Juntos (CIAJ) Chile



<https://www.lidereseducativos.cl/wp-content/uploads/2019/01/16.-Centros-escolares-que-indagan-y-aprenden-juntos-Presentación-III-Jornada-de-Investigación-20181219-FINAL-FINAL-FINAL-1.pdf>

Principales hallazgos

Escaso uso de retroalimentación en el aula – ausencia de un vocabulario compartido sobre qué se entiende por retroalimentación

Monitoreo global y general al curso en vez de retroalimentación específica y particular para el aprendiz

La retroalimentación como un evento aislado no como un proceso sistémico - no forma parte del diseño de la clase

La retroalimentación entendida como elogios o indicación correctiva
De carácter principalmente oral

Sub-utilización de los pares como agentes de retroalimentación

Metas de aprendizaje y tareas en el aula poco desafiantes que evidencian creencias sobre la capacidad de aprendizaje de sus estudiantes

Principales hallazgos

Falta de claridad en el desarrollo de actividades de aprendizaje con indicadores de éxito específico que permitan una retroalimentación efectiva de la tarea y proceso

Escasa retroalimentación a las respuestas dadas por los estudiantes

Uso poco frecuente de retroalimentación de proceso y auto-regulación

Clases centradas en el protagonismo del docente

Percepción de los docentes de falta de tiempo para desarrollar retroalimentación, como si no fuera parte de la actividad de aprendizaje

Asociación de la retroalimentación con los resultados de instrumentos de evaluación (corrección de correcto o incorrecto) y con la conducta

Algunos ejemplos

- *“...poco el tiempo en que el grupo pudo trabajar en conjunto y ella (docente) paso por cada uno de los grupos, pero los comentarios en cada uno de los grupos eran ¿qué están haciendo? Ya ahora háganlo ¿en qué están? Ya ahora háganlo y en todos los grupos repetía el mismo ejercicio y eso probablemente no les ayudaba mucho a las estudiantes poder hacerlo distinto digamos, para poder generar alguna reflexión distinta” (plenario observaciones de clases)*
- *“Cuando los niños comentaban ella les decía !bien, súper!, no hubo una retroalimentación más profunda, la mayor parte fueron elogios, que bonito, bien chiquitita” (notas de campo).*
- *“la profesora dice muy bien! eso es!, pero no explico el por qué, no aprovecho de dar las características del texto, solamente decía bien cuando estaba correcto” (notas de campo).*